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ABSTRACT

Identified are systematic visitor observation techniques to provide data to show visitors' reactions to interpretive programming. Use of this data should enhance the ability of the interpretive naturalists to plan, conduct, and evaluate interpretive programming. The suggested techniques can be accomplished without outside help, and can be conducted in the field where first-hand views of the visitor may be garnered in the outdoor environment. The report is divided into two major sections. The first covers methods of observation, and the second deals with the development and application of results. (Author/RE)

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VISITOR OBSERVATIONS FOR INTERPRETIVE PROGRAMMING

John W. Hanna and Valeen Adams Silvy

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VISITOR OBSERVATIONS FOR INTERPRETIVE PROGRAMMING

BY

John W. Hanna and Valeen Adams Silvy

No matter how you define interpretation, it must include the visitor. The more you know about the visitor, the more effectively you can plan, evaluate, and conduct successful interpretive programming. This report suggests systematic visitor observation techniques to provide tangible data that shows the visitor's relationship to interpretive programming. You can accomplish these techniques without outside help. Additionally, observation puts you, the interpreter, in the field to get firsthand views of the visitor outside of normal interpretive contacts. This can be the stimulus for new interpretive programming ideas.

Systematic observation permits viewing visitors in three different relationships to the park and interpretive programming: participants and non-participants in interpretive activity and park visitors in general. Data gathered on each group includes information on the visitors and their activities. Application of tnis data provides a system of ensuring visitor data input to interpretive programming.

This report is divided into two major sections. The first covers the methods of observation, and the second deals with the development and application of results. Examples from past research are used for illustration.

Dr. Hanna is an Assistant Professor of Park Resources Interpretation, Recreation and Parks Department and Texas Agricultural Experiment Station, Texas A&M University, College Station, Texas.

Ms. Silvy is an Interpretive Research Consultant, College Station, Texas.

METHODS

Observational techniques require the watching and recording of activity locations, visitor characteristics, and times. No obvious interaction occurs between the observer and the park visitor. No questions are asked of the visitor. However, an explanation of the observer's presence should be given, if requested. Most investigations of the visitor in federal areas require the approval of the Office of Management and Budget. The following techniques rely totally on observation, not requiring this approval.

These observational techniques look at social groups and their relationship to interpretation. Social groups are units of people whose members are interdependent (i.e., couples, families, tour groups). Relationships between these social groups and interpretation can be divided into three types: Participants, Non-Participants, and All Park Visitors. Social groups attending the selected interpretive activities are Participants. Social groups not attending a selected interpretive activity, but in the general area, are Non-Participants. All social groups using the park are included in All Park Visitors.

Two observational techniques are described here: Participant/Non-Participant and Participant/All Park Visitors. Data gathered for each technique is basically the same. Only collection times and locations differ. The techniques are used for different purposes, and both should be used in every park. Both techniques begin with participant observations to give you an understanding of who is using the interpretive activities. This data is then compared with either Non-Participants or All Park Visitors, depending upon the technique.

The Participant/Non-Participant technique compares data on social groups between those attending and those not attending interpretive programs. This comparison will help you understand who your interpretive program is addressing and who it is not serving. In addition, the technique provides information on what the non-participants are doing and where they are located. This information can be used to select times, locations and content to reach the non-participant.

The Participant/All Park Visitor technique compares participant data with data on everyone using the park. Comparing these two observational categories allows you to determine if your participant group is representative of the overall park population, not just those visitor groups in the park during interpretive activities.

These observational techniques depend on sampling a portion of each observational category. They are not dependent upon large amounts of data. The use of short, carefully selected data collection periods will provide reliable information. The following section provides guidance for selection of these sampling periods. Later sections will discuss the types of data you should collect, the observation form used, and suggestions for observers.

Sampling

The observation of selected parts of a total population is a sample. Sampling permits you to gather information about a total population while only looking at a few pre-designated cases. This saves time, money, and effort.

Only a few social groups are sampled from a larger observational category; therefore, those few must be selected carefully. Accuracy of sample selection is the most critical part of this process. When you implement the following sampling guide (see p. 4), your sample should provide representative data about your population.

Three basic elements go into sampling for the two observational techniques:

(1) **Where to sample**—Sample a variety of interpretive programs and all major visitor concentration zones.

(2) **Who to sample**—Social groups, units of people whose members are interdependent, are the primary unit of observation. Estimate the total number of social groups in your observational category (Participants, Non-Participants, or All Park Visitors), and divide by the number of observations you can collect in the time allotted (up to 25 per hour). This is your sampling rate. If your rate is 5, observe every 5th group, starting with the first. Sample at least 30 social groups in each category.

(3) **When to sample**—Select observation periods to represent different times of the day, week, and interpretive season.

The following Sampling Guide will give specific guidance to implement the two observational techniques. The top half of the guide provides details for the Participant/Non-Participant Technique and the lower half addresses the Participant/All Park Visitor Technique. Information is given on where, who, and when to sample. Example situations are also provided.

Observation Data

Three types of observation data will be collected: activity locations, visitor characteristics, and times (when interpretive or other park user activities occur).

Activity locations are the recording of the location and the activity the group is engaged in at the time of observation (i.e. relaxing, eating, and attending interpretive activities). This provides data on how the visitor is using the park.

SAMPLING GUIDE

PARTICIPANT/NON-PARTICIPANT TECHNIQUE

	WHERE TO SAMPLE	WHO TO SAMPLE	WHEN TO SAMPLE
PARTICIPANTS	Collect the sample at the interpretive activity site.	Sample social groups as they arrive to take part in an interpretive activity.	Sample arriving social groups during the 30 minutes to one hour prior to an interpretive activity.
NON-PARTICIPANTS	Collect the sample in areas that are convenient to the interpretive activity site. If Non-Participants are passing by the site, collect this sample at the same location as that of Participants. If not, go to the Non-Participants.	Sample social groups not attending the above activity.	Sampling should be conducted when the interpretive activity is in progress, a period usually lasting 1 hour.
EXAMPLE	Youth park offers a daily walk and evening program during the summer season. You decide each of these program types will be sampled once a month in June, July, and August. These 6 programs will be evenly divided among weekend and weekday periods. To sample the evening program, you may estimate 50 groups will attend, and in the 30 minutes prior to the program you can observe 10 groups. Therefore, you observe every 5th group that arrives beginning with first group. At the beginning of the program, you move into the adjacent campground (the only nearby visitor concentration zone) and estimate the number of groups there at 75. You decide that in the one hour before the evening program is over, you can sample 25 groups. You then travel the campground observing every 3rd group.		

PARTICIPANT/ALL PARK VISITORS TECHNIQUE

PARTICIPANTS	Collect the sample at the interpretive activity site. (Participant data from above may be used)	Sample social groups as they arrive to take part in an interpretive activity.	Sample arriving social groups during the 30 minutes to one hour prior to an interpretive activity.
ALL PARK VISITORS	Collect this sample in one of two places: (1) Select a location where most visitors will pass such as a major intersection or visitor center. (2) Travel a designated route through the park sampling all major visitor concentration zones such as overlooks, campgrounds, and parking areas.	Collect a sample of all social groups in the park.	Collect this sample at a variety of times when visitors are congregated in park activity areas and no interpretive activities are in progress.
EXAMPLE	Your park offers year-round cave tours throughout the day and weekend evening programs in one of two campgrounds. You decide to sample each program type once a month, alternating the tours between morning and afternoon hours. The evening programs are alternated between Friday and Saturday. To sample a tour, you may estimate 5 social groups will attend. During the arrival time, you observe all groups. To collect data on All Park Visitors, you decide to sample two hours per month, alternating between morning, afternoon, and evening hours. You select a route that takes you through the two campgrounds, a picnic area, a swimming beach, and the cave overlook (all the major visitor concentration zones in the park). At the beginning of your observation period, you may estimate the number of social groups in the park to be 250. Traveling your route, you decide you can make 25 observations in your 2 hour period. This means you complete an observation on every 10th social group you encounter along your travel route.		

Visitor characteristics include the observation of the age and sex of all group members. This observation forces you to pay attention to each member of the group, allowing you to categorize the social group accurately. Most visitors to park areas attend in some sort of group structure such as family, peer group, or couple. Therefore, we first attempt to determine the nature of the social group.

The type of group structure often has a relationship to the kind and level of participation and the location of the activity engaged in by the group. For example, young peer groups may be more inclined to active recreational pursuits than those couples having very young children. Understanding of group/activity relationships are useful for interpretive planning. Also, it is desirable to observe race, license plate information, handicaps, language barriers, and any other information that might be important to interpretive planning.

Time data is the recording of when the observation occurs. Time of day, day of the week, period during the interpretive season, and changes in climatic conditions relative to time all have important implications for interpretive scheduling. Time permits an understanding of the visitors' schedules, the interpretive schedule, and the relationship or lack of relationship between the two.

Observation Form

The sample data can be quickly recorded by completing one observation form **for each social group observed** in the sample (See page 6 for 2 examples). The form will lead you through observation of characteristics that have been shown to relate to interpretive planning. You are encouraged to be complete in your observation. If some categories seem in need of modification, or if other categories are needed, adapt the form to your specific use.

The SAMPLE DESCRIPTION (top half of the form) will stay the same during a given sampling period, with the possible exception of Location of Sample. You can save sampling time by completing this information on the first observation form and leaving it blank on the remainder of the forms collected during that sampling period. At the end of the sampling period, copy the missing information on the incomplete forms. Also, record the sampling rate that was used. Show how many social groups were encountered for each one sampled (i.e., indicates one group was sampled from each five groups encountered).

VISITOR OBSERVATION FORM

SAMPLE DESCRIPTION

1 Participant
2 Non-Participant
3 All Park Visitors

OBSERVATION TYPE: 1

1 Morning (until noon)
2 Afternoon (noon until sunset)
3 Evening (after sunset)

TIME: 2

1 Below 60°
2 60-90°
3 Above 90°

TEMPERATURE: 2

1 Historical
2 Recreational
3 Natural

PARK TYPE: 1

Fort Nie N.H.S.
Park Name

Fort tour
Interpretive Activity Being Sampled

7/28/77
Date and Month

Fort entrance
Location of Sample

VISITOR GROUP CHARACTERISTICS

1 **Alone**—one person, not visibly associated with a group
2 **Young Couple**—one male, one female; approx same age, under 22
3 **Middle Couple**—23-65
4 **Old Couple**—Over 65
5 **Peer Group**—Two or more persons approx same age, not meeting other group criteria
6 **Nuclear Family**—Mother, Father and Children
7 **Extended Family**—Parents, children and apparent relatives
8 **Single Parent Family**—One parent with children
9 **Family w/Friends**—Family with others not apparently related
10 **Multi Family**—Two or more families
11 **Tour**—Organized group
12 **Other** (describe)

SOCIAL GROUP: 6

Age and Sex of Group Members

1 Under 6 years
2 6–12 years
3 13–17 years
4 18–24 years
5 25–50 years
6 51–65 years
7 Over 65 years

Female Age: 5 2 | 1 5

TOTAL NO. IN GROUP: 4

Male Age

1 Anglo
2 Black
3 Mex-Amer
4 Oriental
5 Mixed
6 Amer Indian
7 Other

RACE: 1

TX - MPB
State of Residence (Auto License)

Fort tour
Describe Activity of Group

Fort
Location of Group

SAMPLING RATE: 1/5

VISITOR OBSERVATION FORM

SAMPLE DESCRIPTION

1 Participant
2 Non-Participant
3 All Park Visitors

OBSERVATION TYPE: 1

1 Morning (until noon)
2 Afternoon (noon until sunset)
3 Evening (after sunset)

TIME: 2

1 Below 60°
2 60-90°
3 Above 90°

TEMPERATURE: 2

1 Historical
2 Recreational
3 Natural

PARK TYPE: 1

Fort Nie N.H.S.
Park Name

Fort tour
Interpretive Activity Being Sampled

7/28/77
Date and Month

Fort entrance
Location of Sample

VISITOR GROUP CHARACTERISTICS

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5 **Peer Group**—Two or more persons approx same age, not meeting other group criteria
6 **Nuclear Family**—Mother, Father and Children
7 **Extended Family**—Parents, children and apparent relatives
8 **Single Parent Family**—One parent with children
9 **Family w/Friends**—Family with others not apparently related
10 **Multi Family**—Two or more families
11 **Tour**—Organized group
12 **Other** (describe)

SOCIAL GROUP: 2

Age and Sex of Group Members

1 Under 6 years
2 6–12 years
3 13–17 years
4 18–24 years
5 25–50 years
6 51–65 years
7 Over 65 years

Female Age: 4 | 4

TOTAL NO. IN GROUP: 2

Male Age

1 Anglo
2 Black
3 Mex-Amer
4 Oriental
5 Mixed
6 Amer Indian
7 Other

RACE: 1

Tx - QRN
State of Residence (Auto License)

Fort tour
Describe Activity of Group

Fort
Location of Group

11

SAMPLING RATE: 1/5

The recording of VISITOR GROUP CHARACTERISTICS (bottom half of the form) more complex. Social groups require the observation of age and sex of all the members in each group. This will require you to observe the group carefully before categorizing it into a social group. The age of each individual is estimated, coded according to the age chart, and that code number entered into the column corresponding to the sex of the individual. This chart handles 20 people. From these age and sex descriptions, use the social group definitions to determine the correct description of the visitor group. Enter the appropriate number in the column adjacent to social group. Reference to the example observation form may clarify the process. A blank copy of the observation form is included in the back of this report. It can be duplicated for use as your field observation forms.

Suggestions for Observers

While observation is generally intended as an unobtrusive method of data collection, visitors often noted our presence and would ask questions about the project. This resulted in additional information about visitor characteristics but occasionally proved to be distracting and interrupted sampling schedules or caused incomplete observations. Avoid sampling while in uniform. Try to select sampling locations where the visitors will have to go out of their way to talk with you.

The quality and quantity of data collection is improved with two persons working together. This permits you to check one another on the accuracy of ages, group classification, race, and other observations. Also, one person can serve as observer, the other as recorder, speeding the data collection process.

In certain park settings, the use of binoculars will provide detailed observations from remote locations.

Keep a notebook handy for other observations. Relevant comments should be recorded such as traffic flow and information system influences on interpretive activities.

RESULTS

This chapter gives directions for the conversion of observational data to results which you can apply to review your interpretive programming. The first section will lead you through the preparation of tables to display your data for analysis. The next section presents questions to guide you through the analysis of your data to determine your results. The final section makes suggestions for the application of your results to interpretive programming. All three sections deal with the two observational techniques, and within each technique, factors of activity location, visitor characteristics, and times are considered.

Examples from the pilot study of this process are presented throughout this chapter to illustrate the development of results. Your results should help you understand your interpretive programming in relation to the visitor.

Tables

Conversion of data from the observation forms to results begins by reviewing the forms and converting the data into a workable format -- tables. This is one of the simplest means of aggregating data. Tables will be developed by tabulating responses in each category according to the observation type. Responses are the pieces of information you fill in which may vary with each visitor group observation such as: Alone, Young Couple, Nuclear Family, and Family with Friends. Category is the major grouping, such as Social Group. Observation type is Participant, Non-Participant, or All Park Visitor.

Table construction begins by dividing the observation forms into the three observation types. This permits participant data to be used with both techniques (Participant/Non-Participant and Participant/All Park Visitor). This also allows the development of tables for each category for comparison purposes.

The second step is the development of tables showing responses in each category. This is done by reviewing all the forms in one observation type and tabulating the responses in each category. You will have one table for each category with a list of all the possible responses and the number of observations in each response. See Table 1 for an example.

Table 1. Social Group Distribution of Participants.

SOCIAL GROUP	PARTICIPANTS %	(Number)
Alone	7.4	(24)
Young Couple	4.3	(14)
Middle Couple	5.9	(19)
.	.	.
.	.	.
.	.	.
TOTAL	100	(324)

The third step is to calculate percentages by dividing the number of times each response occurred by the total number of responses for that category. For example:

$$\text{Percentage} = \frac{\text{Alone}}{\text{Total}} = \frac{24}{324} = 7.4\%$$

With this data it is possible to compare between response within one category or compare category responses between observation types.

Participant/Non-Participant Tables

The main function of the Participant/Non-Participant technique is to compare those attending interpretive activities with those not attending but convenient to the activity. Two categories, Social Group and Race, can be used to compare the Participant and Non-Participant. See Table 2 for an example.

Table 2. Social Group Distribution Between Participants and Non-Participants.*

SOCIAL GROUP	PARTICIPANTS %	(Number)	NON-PARTICIPANTS %	(Number)
Alone	7.4	(24)	7.9	(17)
Young Couple	4.3	(14)	8.3	(18)
Middle Couple	5.9	(19)	8.3	(18)
Old Couple	10.5	(34)	7.9	(17)
Peer Group	10.2	(33)	10.2	(22)
Nuclear Family	35.5	(115)	22.7	(49)
Extended Family	9.3	(30)	9.7	(21)
Single Parent Family	8.3	(27)	9.7	(21)
Family with Friends	1.9	(6)	4.2	(9)
Multiple Families	2.2	(7)	2.8	(6)
Tours	.9	(3)	0	(0)
Other	3.7	(12)	8.3	(18)
TOTAL	100.0	(324)	100.0	(216)

* Data collected in Chickasaw National Recreation Area, Lyndon B. Johnson National Historic Site, Ft. Davis National Historic Site, and Big Bend National Park.

Other tables can be developed within an observation type to provide information about your park visitors. Tables which will provide information on the Participant include: Time, Date, Temperature, Social Group, Race, and Interpretive Activity. Tables which will provide information on the Non-Participant include: Residence, Activity of Group, Social Group, Race, Location of Group, Time, Date, and Temperature.

Additional tables can be developed to present two categories in one table to increase the strength of analysis. For example, you could show Non-Participant Location of Group by Activity of Group. This would let you know where visitor groups were and what they were doing while your program was in progress.

To develop this type of table for one observation type, select the two categories to be tabulated (i.e. Location of Group and Activity of Group). Next, develop a table format by placing one category title and list of responses along the side (i.e. Locations: Beach, Visitor Center, Campground) and the other category title and list of responses along the top (i.e. Activities: Swimming, Eating, Reading, Viewing Exhibits, Relaxing). Then, remove all forms with the first response from the category on the side (i.e. Beach). Count the number of times each response occurred in the category along the top. Do this for all responses down the side. See Table 3 for an example.

Table 3. Location and Activity of Non-Participants.*

LOCATION	ACTIVITY								ROW TOTAL
	Swimming		Eating		Reading		Viewing Exhibits		
	%	(Number)	%	(Number)	%	(Number)	%	(Number)	
Beach	30	(24)	5	(4)	15	(12)	0	(0)	40
Visitor Center	0	(0)	0	(0)	8	(6)	18	(14)	20
Campground	0	(0)	15	(12)	9	(7)	0	(0)	19
COLUMN TOTAL		24		16		25		14	79

* Data for the above table is hypothetical.

$$\text{Percentage} = \frac{\text{Response Number (i.e. 24)}}{\text{Total Number (i.e. 79)}} = 30\%$$

Participant/All Park Visitor Tables

Comparison of Participant and All Park Visitor data provides information on the responsiveness of your interpretive programming to groups using the park. Again, develop tables that compare Social Group and Race between Participants and All Park Visitors. Other tables should be developed for All Park Visitors including: Residence, Activity of Group, Location of Group, Location of Sample, Time, Date, and Temperature. These and additional tables should be prepared the same way the Participant/Non-Participant tables were done.

Visitor Use Statistics

Your sampling rates and number of observations can be used to develop certain visitor use statistics. For example, application of a Participant/Non-Participant sample might have resulted in the following data:

	Number of Observations	Sampling Rate	Total Groups
Participants	20	1 of 3	60
Non-Participants	25	1 of 5	125

Therefore, the participation rate is 60/125, or 48% of the social groups convenient to the interpretive site are participating in the interpretive activity.

The development of these statistics can be used for a variety of purposes such as: seeing if participation rates can be improved through different publicity programs, determining if participation rates vary with changing weather conditions, and identifying what types of interpretive activities have the highest participation rates. As you proceed into the analysis section, think of other ways to apply your data.

The tables suggested in these sections are minimal. Many more tables can and should be constructed to develop an understanding of your park visitor. Your imagination is the only constraint on determining those tables relevant to your situation.

Once these tables have been completed, analysis begins. This involves answering questions about the distributions and relationships of the raw data.

Analysis

The tables, presenting your raw data, provide the basis for answering questions that can influence your interpretive programming. You will be guided through this analysis process by questions relating to both observational techniques. Record your answers to the questions along with the numbers that support your answers. Most of the questions require straightforward data-supported answers. It is your responsibility to investigate your specific situation and suggest explanations for these answers.

Participant/Non-Participant Questions

Using your data, answer questions such as:

(1) Is the distribution of Social Group among Participants the same as among Non-Participants?

(2) What is the distribution of Race between Participants and Non-Participants?

(3) Where are your Non-Participants from?

(4) What are Non-Participants doing during interpretive activities?

(5) Where are Non-Participants located during interpretive activities? Where's your interpretive activity located?

(6) Does variation occur in participation according to time, date, temperature, or type of interpretive activity?

(7) What are your participation rates among different interpretive activities?

Participant/All Park Visitor Questions

Using your data, answer questions such as:

(1) Is the distribution of Social Group among Participants the same as among All Park Visitors?

(2) What is the distribution of Race between Participants and All Park Visitors? Does this vary among different interpretive activities?

(3) Where are All Park Visitors from?

(4) What activities are All Park Visitors engaged in; when are they involved; and where are they located?

(5) Is the ratio of Participants to All Park Visitors similar between weekday and weekend, different parts of the interpretive season, or different temperatures?

Application

Your analysis of the data has provided answers that can be applied to programming of interpretive activities. Evaluation of existing activities can be substantiated, and programming of future interpretive activity can be rationally influenced by this data base. The following discussion gives guidelines and examples directed toward helping you apply factors of Activity Location, Visitor Characteristics, and Time to your interpretive activity programming.

Activity Locations

Interpretive activities should be located close to park visitor concentrations unless resource considerations dictate site. Visitors appear to be influenced to attend if little effort is required. Analysis of your data and other observations should indicate if your program locations are easily accessible by your potential visitor clientele.

Pilot study observations showed a poorly attended children's activity at a location remote to visitor concentrations. Parents had to deliver the children and wait or return to pick them up. The same activity in a visitor concentration zone would have a greater appeal to the parents supervising the children. This would also permit the interpreter to circulate through the zone to pick up children.

Interpretive activities that do not require a specific location should go to visitor concentrations. This increases the visibility of the activity and reduces resistance of visitors of attend. Knowing where the park visitors are located and what they are doing permits development of interpretive activities in specific locations.

Visitor Characteristics

Interpretive activities don't generally appear to serve a representative cross-section of Social Groups. The pilot study revealed a major difference in the percentages of nuclear families participating in interpretive activities and those not participating. Thirty-six percent of participant groups were families. Only twenty-three percent of non-participants were families. Certain other groups were inversely affected. Interpreters might investigate activities that would have broader appeal.

Since interpretive activities appeal to different social groups at different rates, decisions must be made if interpretation should serve more social groups. If so, how can the activities be designed to appeal to the needs of other groups? Understanding of group characteristics relative to interpretation will rely heavily upon observation of the ways groups organize themselves and the activities they engage in.

Time

Many interpretive activities are offered at a fixed time. Analysis of your data should help you assess if the time you've selected for an interpretive activity is compatible with most visitors' schedules or if the time is merely the most expeditious for management.

Observations during the pilot study showed an evening program scheduled when many campers were just finishing daytime activities or beginning the evening meal. A later program might have appealed to more park users. Another program was given during the heat of the day in the air conditioned visitor center, taking advantage of a time when most visitors cease travel and recreational activity for more passive pursuits. This timing resulted in a well-attended program.

Interpretive activities should be offered at times consistent with visitor schedules. Periods when visitors are engaged in maintenance (eating, setting up camp, napping) or park recreational activities should be avoided, or the interpretive activity should be consistent with the visitors' activity (such as an ecology float trip during river swimming periods).

SUMMARY

Systematic observation of Participants, Non-Participants, and All Park Visitors provides data on activity location, visitor characteristics, and time. These observations provide information about the interrelationships between the visitor and interpretation which can be used in planning, conducting, and evaluating interpretive programming.

The techniques suggested in this report require a commitment of time, thought, and action. Sampling reduces the time commitment while providing reliable data. Answering the suggested questions and reviewing the examples provide a stimulus for thought about your own interpretive situation. The action of incorporating these answers into your programming effort is your ultimate responsibility.

Properly applied, the process suggested in this report will provide:

(1) A firsthand look at visitors as they relate to the park and specifically to interpretation, and

(2) systematically collected data from which you can make interpretive programming decisions.

This gives you the opportunity to include the visitor into your interpretive programming on a rational basis.

VISITOR OBSERVATION FORM

SAMPLE DESCRIPTION

1 Participant
2 Non-Participant
3 All Park Visitors

OBSERVATION TYPE ☐

1 Morning (until noon)
2 Afternoon (noon until sunset)
3 Evening (after sunset)

TIME ☐

1 Below 60°
2 60-90°
3 Above 90°

TEMPERATURE ☐

1 Historical
2 Recreational
3 Natural

PARK TYPE ☐

Park Name

Interpretive Activity Being Sampled

Date and Month

Location of Sample

VISITOR GROUP CHARACTERISTICS

1 **Alone**—one person, not visibly associated with a group
2 **Young Couple**—one male, one female; approx same age, under 22
3 **Middle Couple**—23-65
4 **Old Couple**—Over 65
5 **Peer Group**—Two or more persons approx same age, not meeting other group criteria
6 **Nuclear Family**—Mother, Father and Children
7 **Extended Family**—Parents, children and apparent relatives
8 **Single Parent Family**—One parent with children
9 **Family w/Friends**—Family with others not apparently related
10 **Multi Family**—Two or more families
11 **Tour**—Organized group
12 **Other** (describe) _____

SOCIAL GROUP ☐

Age and Sex of Group Members

1 Under 6 years
2 6–12 years
3 13–17 years
4 18–24 years
5 25–50 years
6 51–65 years
7 Over 65 years

Female Age

TOTAL NO. IN GROUP ☐

Male Age

1 Anglo
2 Black
3 Mex-Amer
4 Oriental
5 Mixed
6 Amer Indian
7 Other

RACE ☐

State of Residence (Auto License)

Describe Activity of Group

Location of Group

SAMPLING RATE ☐

VISITOR OBSERVATION FORM

SAMPLE DESCRIPTION

1 Participant
2 Non-Participant
3 All Park Visitors

OBSERVATION TYPE ☐

1 Morning (until noon)
2 Afternoon (noon until sunset)
3 Evening (after sunset)

TIME ☐

1 Below 60°
2 60-90°
3 Above 90°

TEMPERATURE ☐

1 Historical
2 Recreational
3 Natural

PARK TYPE ☐

Park Name

Interpretive Activity Being Sampled

Date and Month

Location of Sample

VISITOR GROUP CHARACTERISTICS

1 **Alone**—one person, not visibly associated with a group
2 **Young Couple**—one male, one female; approx same age, under 22
3 **Middle Couple**—23-65
4 **Old Couple**—Over 65
5 **Peer Group**—Two or more persons approx same age, not meeting other group criteria
6 **Nuclear Family**—Mother, Father and Children
7 **Extended Family**—Parents, children and apparent relatives
8 **Single Parent Family**—One parent with children
9 **Family w/Friends**—Family with others not apparently related
10 **Multi Family**—Two or more families
11 **Tour**—Organized group
12 **Other** (describe) _____

SOCIAL GROUP ☐

Age and Sex of Group Members

1 Under 6 years
2 6–12 years
3 13–17 years
4 18–24 years
5 25–50 years
6 51–65 years
7 Over 65 years

Female Age

TOTAL NO. IN GROUP ☐

Male Age

1 Anglo
2 Black
3 Mex-Amer
4 Oriental
5 Mixed
6 Amer Indian
7 Other

RACE ☐

State of Residence (Auto License)

Describe Activity of Group

Location of Group

SAMPLING RATE ☐